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AUTHOR Cantalupo, Denise
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ABSTRACT

An evaluation was conducted of the third year of a 5-year program at Erasmus Hall High School in Brooklyn (New York City), Project Pride, designed to provide Haitian-speaking students of limited English proficiency with instruction in English as a Second Language (ESL) and Native Language Arts (NLA). The project planned to offer content area subjects taught in the native language; a literacy component for students who had recently arrived in the United States and showed limited academic skills; a resource center to augment classroom activities with computer-assisted instruction; a cultural component offering students data on their native and U.S. cultures to enhance pride in their background and themselves; staff development workshops and opportunities for teachers to attend college courses; and a large parent involvement component. During the 1991-92 school year, the project enrolled 238 Haitian 10th through 12th grade students. The project provided all activities proposed in its design. The increased use of written Haitian in the NLA and bilingual classrooms allowed students to take such tests as the Regents Competency Test and the Native Language Writing Test in Haitian; thus, increasing their passing rates. The computer-assisted ESL classes and the project's literacy component have been very successful. Brooklyn College student tutors and the project's peer tutors were an asset to programming. There was a shortage of software for the computer-assisted courses. Recommendations for program improvement are suggested. Appendixes describe data collection and analysis and instructional materials. (RLC)

Project Pride
Transitional Bilingual Education Grant T003A90139
1991-92

FINAL EVALUATION PROFILE

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Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
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110 Livingston Street, Room 732
Brooklyn, NY 11201
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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Project Pride

Transitional Bilingual Education Grant T003A90139
1991-92

EXTRACT

PROJECT DIRECTOR: Mr. Yves Raymond

FUNDING CYCLE: Year 3 of 5

SITES

High School	Borough	Grade Levels	Enrollment* (fall)	Enrollment* (spring)
Erasmus Hall	Brooklyn	10 - 12	235	194

*The project enrolled 238 students, 194 of whom participated both semesters. This was 92 fewer students than the previous year. Male students numbered 111, female 119; gender was not stated for eight.

STUDENT BACKGROUND

Native Language	Number of Students	Country of Origin	Number of Students
Haitian	238	Haiti	238

Median Years of Education in Native Country: 8.0; in the United States: 2.0

Percentage of Students Eligible for Free Lunch Program: unreported

ADMISSION CRITERIA

Students of Haitian background who scored at or below the 40th percentile on the Language Assessment Battery (LAB) were eligible for the program. Project staff also considered teacher recommendations and students' scores on placement tests (including the Home Language Identification Survey [H.L.I.S]) and the results of an intake interview.

PROGRAMMING

Design Features

Project Pride was designed to provide Haitian-speaking students of limited English proficiency (LEP) with instruction in English as a Second Language (E.S.L.) and Native Language Arts (N.L.A.). The project also provided content area subjects taught in the native language. A literacy component was designed for students who had recently arrived in this country and demonstrated limited academic skills. The project organized a resource center to augment classroom activities with computer-assisted instruction. The cultural component offered students information on their native and American cultures and aimed at enhancing pride in their background and themselves. The project planned to offer staff development workshops and give teachers the opportunity to attend college courses. Finally, the project proposed a large parent involvement component, which involved offering adult E.S.L. classes and the participation of parents on a Parent Advisory Committee (PAC).

Capacity building. In the next (fourth) year of programming, Erasmus Hall High School will provide funding to pay part of the project director's salary and will continue staff development workshops for teachers.

Strengths and Limitations

The project provided all of the activities proposed in its design. The project director reported that the increased use of written Haitian in the N.L.A. and bilingual classrooms allowed students to take such exams as the Regents Competency Test (R.C.T.) and the Native Language Writing Test (N.L.W.T.) in Haitian, thus increasing their passing rates. Project staff indicated that the computer-assisted E.S.L. classes and the project's literacy component have been very successful. In addition, Brooklyn College student tutors and the project's peer tutors were an asset to programming.

The project director reported that there was a shortage of software for the computer-assisted courses. Project staff will attempt to develop needed software programs.

CONCLUSIONS AND RECOMMENDATIONS

Project Pride was fully implemented. It met its objectives for computer-assisted E.S.L., N.L.A., the content areas, self-esteem, cultural pride, attendance, dropout rate. referral to special education, staff development, curriculum development, and parental involvement. It also met two of three objectives for cultural and social activities but only partially met the third. The project came close but failed to meet its objective for improving English language skills.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Implement a variety of techniques designed to improve students' English language skills.
- Access and/or develop additional software for computer-assisted instruction.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 4)

Title	Degree	Language Competencies	Title VII Funding	Other Funding
Project Director	P.D.	Haitian	Part time	P.C.E.N.
Educational Assistant	High School	Haitian	Full time	
Educational Assistant	High School	Haitian	Full time	
Educational Assistant	B.A.	Haitian	Full time	

Other Staff Working with Project Students (Total 22)

Title		Degrees		Certification		Language Competencies and Teaching/ Communicative Proficiencies (TP/CP)*	
Teachers	20	M.A.	22	Science	2	Haitian	CP 2, TP 14
Guidance				Math	4	French	CP 3, TP 2
Counselors	2			Social Studies	4	Russian	TP 1
				E.S.L.	4	Spanish	TP 1
				E.S.L. Ancillary	4		
				Guidance	2		
				Spanish	1		
				Baking	1		

All staff had certification in the areas they served.

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

E.S.L. Classes

Level	Periods Weekly
Literacy	10
Beginning	15
Intermediate	10
Advanced	10
Transitional	5

The project staff used computer-assisted E.S.L. for beginning-level students and cooperative learning for all levels. Bilingual juniors and seniors and bilingual Brooklyn College students tutored younger students. See Appendix B for a list of instructional materials.

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*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

- By the end of the third project year, 75 percent of participating students will improve in English language skills (listening, speaking, writing, reading).

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: May 1991; posttest: May 1992.

Number of students for whom pre- and posttest data were reported: 192

Percent of students with pretest/posttest gains: 60.9

Mean gain: 4.5 N.C.E.s (s.d.=7.5)

Mean gain is statistically significant (t=8.30, p<.05).

Project did not meet objective for improvement in English language skills. The project director reported that in the next year more students will have access to computer-assisted instruction either in the project's or the school's computer center, which should result in improvement.

- By the end of the third project year, 50 percent of participating students will receive E.S.L. instruction through the use of the computer.

All students in beginning level E.S.L. classes used the computer. One hundred fifty students in six classes took computer-assisted E.S.L. courses.

Project met computer-assisted E.S.L. objective.

Native Language Arts (N.L.A.)

Lack of native language literacy skills (estimated): 8 percent.

The project offered five periods of N.L.A. weekly, at both the beginning and intermediate levels. All N.L.A. classes used cooperative learning strategies and tutoring offered by advanced bilingual students and Brooklyn College students. See a list of instructional materials in Appendix B.

- Compared to the first project year, there will be an increase of 30 percent in the number of students enrolled in Haitian Creole N.L.A. by the end of the third project year.

Evaluation Indicator: attendance records.

During the first project year, 45 students took Haitian N.L.A. This year (the third) there were 107 students taking Haitian N.L.A., an increase of over 100 percent.

Project met objective for enrollment in Haitian N.L.A. classes.

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*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

- By the end of the third project year, 75 percent of the students who take the Haitian Creole Native Language Test as a graduation requirement will pass the test.

Evaluation Instrument: Haitian Native Language Test.

The project director reported that 82.4 percent of the graduating students passed the Haitian Native Language Test.

Project met objective for the N.L.A. graduation requirement.

- By the end of the third year of the project, 30 percent of the students participating in our bilingual literacy program will be mainstreamed into our regular bilingual program and/or the regular education program.

Evaluation Indicator: attendance records.

Ninety-five percent of the students in the literacy program were mainstreamed into the regular bilingual program after spending one year in the literacy program.

Project met objective for mainstreaming into regular bilingual program.

Content Area Subjects

Project Pride provided courses taught in the students' native language in mathematics, science, and social studies. Project staff used cooperative learning strategies and peer tutoring. Bilingual Brooklyn college students worked with classroom teachers and also tutored project students on a one-to-one basis. See a list of instructional materials in Appendix B.

- Participating students will be enrolled in content area classes using Haitian Creole as the language of instruction.

All participating students were enrolled in content area classes using Haitian as the language of instruction.

Project met objective in the content areas.

Cultural and Social Activities

- The program will organize at least one trip per semester to increase the LEP students' familiarity with American culture and citizenship.

During the fall semester, the project attempted to organize a trip to Radio City Music Hall to see the Christmas show, but the money was not made available in time. In the spring, project students participated in a guided tour of the Amish area in Pennsylvania.

Project partially met American culture objective. The project director has made an arrangement with the school so money will be available when needed for trips next year.

- The program will organize at least one activity per semester (assembly program, food fair, cultural show, etc.) in order to provide for meaningful interaction and greater harmony between the LEP students and the general school population.

The project had a winter concert with an international theme. Project Pride also sponsored an assembly for Black History Month in February. These activities were attended by both project and non-project students.

Project met activities objective.

- To reinforce target students' sense of pride and self-worth, they will participate in an activity devoted to their cultural heritage once every semester.

During the fall, Erasmus Hall High School showed a Haitian movie, which fifty project students attended. Project students also participated in Haitian Flag Day at Prospect High School, at which Haitian dances, songs, and poetry readings were presented.

Project met native culture objective.

Self-Esteem

- By the end of the third project year, target students, through study of and in their native language, will develop a positive self-image.

Evaluation Instrument: attitude survey.

The project administered a Likert-scale survey with values of one to five (the highest) to assess self-esteem and cultural pride. The average response to the question concerning the development of self-esteem was 4.25.

Project met self-esteem objective.

Cultural Pride

- Participating students will demonstrate improved attitudes toward Haitian Creole.

Evaluation Instrument: attitude survey.

The project administered a Likert-scale survey with values of one to five (the highest) assessing self-esteem and cultural pride. The average response to the two questions concerning the students' attitude toward the Haitian language was 4.23 and 4.37.

Project met cultural pride objective.

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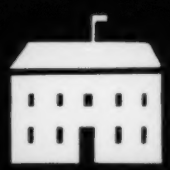

OREA Report

Project Pride
Transitional Bilingual Education Grant T003A90139
1991-92

FINAL EVALUATION PROFILE

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Attendance

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

Attendance Rates

Project Students	Mainstream Students	Difference
96.8	84.0	12.8*

*$p < .05$

Project met attendance objective. Although there were 92 more students this year, project attendance was considerably higher the year under review than last year's 82.2 percent.

Dropout Rate

- Program students will have a significantly lower dropout rate than similar non-program students.

No project students dropped out, while the mainstream dropout rate was 5 percent. Last year, the project students' dropout rate was 0.3 percent.

Project met dropout objective.

Grade Retention

Seventy-four students (31.1 percent of participants) were retained in grade. This was much higher than the rate of retention in the previous year, when none of the students were retained in grade. The project did not formulate a specific objective to reduce grade retention.

Enrollment in Post-secondary Institutions

None of the graduating students were reported as having applied for enrollment in post-secondary institutions. Project Pride did not propose any objective for this area.

Students With Special Academic Needs

Referral to special education. Students who were thought to need special education were identified by the classroom teacher, who documented the case and, if necessary, referred the student to a bilingual guidance counselor. The counselor then referred the case to the School-Based Support Team (S.B.S.T.). Although no members of the S.B.S.T. were bilingual, the project had a bilingual family assistant who provided translation services as needed.

- Program students will have a lower incidence of referral to special education than non-program students.

No project students were referred to special education (as in the previous year). Decertification from special education was at the rate of 0.8 percent.

Project met the referral to special education objective.

Remedial programs. No students were referred to remedial programs; this was the same as last year.

Gifted and talented programs. No students were referred to programs for the gifted and talented; this was the same as last year. Students who were gifted and talented could be partially or totally mainstreamed into the Gateway Program, the school's honors program. Students with special talents in the performing arts could be referred to the Academy of the Arts.

Mainstreaming

No students were mainstreamed; this was also the case last year.

Project Pride did not report performance of former project students who had been mainstreamed, although the bilingual grade advisor observed the performance of such students.

Other Activities

Project students published two newsletters, "ESPWA" in Haitian and "Building Bridges" in English.

Staff Development

- All program staff members will attend monthly workshops in order to discuss topics relevant to the program and its improvement.

All program staff members attended monthly department meetings at which topics relevant to the project were discussed. Discussions focused on sample lessons; books to use in N.L.A., E.S.L., and the content areas; and how to incorporate special themes into the curriculum. Project staff also held a book fair to raise money for the purchase of appropriate E.S.L. books.

Project met staff workshop objective.

- One teacher and one educational associate participating in the program will enroll in at least one university course each semester in areas related to bilingual education, computer-assisted E.S.L. instruction, literacy techniques, or other subjects determined to be appropriate by the project director in consultation with the school principal.

Three teachers took special education courses during the fall semester. In the spring, one educational associate completed a computer course, and one teacher completed a special education course.

Project met staff development objective for university enrollment.

- As a result of participating in the program, the teacher and educational associates will demonstrate increased knowledge of strategies and techniques for increasing and improving instructional and/or social services to LEP students and their parents.

Evaluation Indicator: staff development questionnaire.

The project director reported that the teachers had become familiar with and were practicing new techniques that have been found to work with LEP students. Specific techniques included cooperative learning, the language experience approach, and the whole language technique.

The project disseminated the staff development questionnaire to all participating staff. OREA received 15 completed questionnaires. All respondents indicated that they had increased their knowledge of strategies and techniques for providing instructional and social services to target pupils and their parents.

Project met objective for staff increasing their knowledge.

Curriculum Development

- By the end of the third project year, teachers with expertise in curriculum development will have developed 50 instructional units in Haitian Creole to be used in the literacy and lower level bilingual courses. Materials will also be produced for native language instruction.

The project developed 50 instructional units in Haitian for use in the literacy and beginning bilingual courses and for native language instruction. These included a complete Haitian N.L.A. curriculum and two booklets, *Ann aprann li kreyò* (comprised of 30 separate units) and *Elèv yo ap li* (comprised of 16 separate units). Project staff were in the process of developing a social studies curriculum guide.

Project met objective for curriculum development.

Parent Involvement

- As a result of participating in Project Pride, parents of participating students will receive information about the program and about community resources through workshops, newsletters, and letters prepared by program staff.

The project held workshops once a month for parents who were enrolled in E.S.L. classes. Guest speakers from the Haitian Centers Council, a collaborating community-based organization that provided resources to the Haitian population, addressed the parents. The project sent parents letters twice a year to keep them informed of their children's activities.

Project met parent information objective.

- The program will offer E.S.L. classes twice a week each semester to 30 parents of participating students.

During the 1991-92 school year, the project provided two series of E.S.L. classes. Fifty parents participated.

Project met parent E.S.L. objective.

- Ninety percent of participating parents will understand, accept, and support our bilingual program.

Only one parent withdrew a child from the bilingual program, this indicated an approval rate of 99.7 percent.

Project met acceptance objective.

- Parents will assist in evaluation of program by participating in class visits and by becoming members of the Parent Advisory Committee.

Project parents joined the PAC, participated in class visits, and offered feedback concerning curriculum and discipline.

Project met parent involvement objective.

- As a result of participating in Project Pride, there will be increased parent attendance and participation in school activities and special events.

Thirty-six parents participated in the parent/teacher conference in the fall semester. This number increased to 54 parents in the spring semester. The adult E.S.L. classes were held on the same night as the P.T.A. meetings, and the E.S.L. teachers accompanied parents to the meeting on a regular basis.

Project met increased parental attendance objective.

CASE HISTORY

B.T. was 15 years old when she enrolled in Erasmus Hall High School in September 1991. She had emigrated from Haiti after completing five years of education. Program staff placed her originally on level one of the project's regular bilingual program. Despite evident motivation and diligence, B.T. failed most of her subjects. Project staff then placed her in the project's literacy component, where she performed very well. B.T.'s average during the spring term was 82. In the fall of 1992, she will be placed on level two of the regular bilingual program, where her teachers hope her progress will continue.

APPENDIX A

DATA COLLECTION AND ANALYSIS

COLLECTION

OREA evaluation consultants visit sites and interview key personnel. The project director gathers data and, with the consultant, completes forms (as shown below) as necessary.

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

ANALYSIS

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be

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attributed to project services. Scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To test whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test and reports the differences between the two proportions. The level of significance is set at .05 for all tests.

Techniques For Minimizing Error

The evaluation procedures minimize error by providing for proper administration of evaluation instruments through a combination of testing at 12-month intervals, appropriate analysis procedures and reporting.

Instruments of measurement include the LAB (see above), the Degrees of Reading Power (D.R.P.) test, the Metropolitan Achievement Test--Mathematics (MAT-Math), El Examen de Lectura en Español (ELE), Likert-type scales (see above), and project-developed tests. Except for Likert scales and project-developed tests, these instruments are scored on a citywide basis at the Scan Center of the New York City Public Schools.

APPENDIX B

INSTRUCTIONAL MATERIALS

E.S.L.

Reading for Today	L. Belch	Stede-Vaughn Co.
Communication for Today	T. McCarthy	Stede-Vaughn Co.
Write It Right	T. McCarthy	Prentice Hall
Lifelines Course	B. Foley	Prentice Hall Regents
Lado English Textbooks/Workbooks	R. Lado	Prentice Hall
Encore 1, 2, 3	M. Keenan-Segal	Heinle and Heinle Pub.
Pathways to English 1, 2	B. Allen et al.	McGraw Hill International
Great American Stories 1 and 2	C. Draper	Prentice Hall

N.L.A.

Ann Aprann Kreyòl	Project Pride Staff	
Elev Yo Ap Li	Project Pride Staff	
Pwezi-Kont-Chante	J. Martineau	Editions Libète
Map Li ak Kè Kontan	F.I.C.	Ed. H. Deschamps
Lang Kreyòl	I.P.N.	Impr. Le Natal
Lekti ak Gramè	Karitas Ench	Ed. Henri Deschamps
Gramè Kreyòl	I.P.N.	Ed. Henri Deschamps
Ann Reflechi Sou	Iv Dejan	
Lang nou Pale a	Edi Bayadèl	

Mathematics

Integrated Math Course	Dressler and Keenan	Amsco School Pub.
Dollars and Sense	Gerver and Sgroi	South Western Pub.
Achieving Competence in Math	Mandery and Schneider	Amsco School Pub.

Science

Syans Fizik Nevyem Ane		Title VII Project Mobile
Biyoloji Jeneral		Title VII Project COM-TECH
Review Text in Life Science	M. Lesser	Amsco School Pub.

Social Studies

Ninth Year Global Studies Units in Haitian Creole		Project Blast
World History	J. Abramowitz	Globe Book
U.S.A.	P. Groisser and Levine	Amsco
War and Peace in the 20th Century	Schwartz and O'Connor	Globe Book
Exploring the Non-Western World	Schwartz and O'Connor	Globe Book